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ABSTRACT

The theme of this Indiana University-Bloomington newsletter is campus teaching improvement. Anya Royce outlines efforts of the Dean of Faculties Office to help improve teaching overall and especially the training of graduate student instructors, called associate instructors (AIs). Training AIs in three departments is described: Cathy Pons for French; Craig Nelson for biology; and Phil Saunders for economics. For AIs who teach lower-division French courses, a year-long training program is undertaken, beginning with a 2-week orientation workshop including microteaching and videotapes of first-year French classes. Detailed lesson plans are provided to reinforce the workshop training. In the biology department, a one-credit graduate course covers alternative approaches to teaching college biology. Course topics include alternative forms of teaching excellence in different teaching contexts, teaching techniques, educational goals, and alternative learning styles. For the economics department, a three-credit graduate seminar is provided to train second-semester graduate students to become effective AIs. The seminar combines reading assignments and projects like planning instruction. (SW)

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The materials in the Special Collection on the Training of Teaching Assistants were developed through the active efforts of numerous educators who first met at the 1986 National Conference on the Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants held at the Ohio State University. Assisted by more than 80 individuals, the committee chairs listed below were able to establish the collection which will be developed and maintained by the ERIC Clearinghouse for Higher Education. This arrangement will enable faculty members, faculty developers, administrators, TA supervisors, and graduate teaching assistants to have access to TA training materials produced by institutions across the nation.

Task Force on Establishing a National Clearinghouse of Materials Developed for TA Training

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CAMPUS REPORT

Indiana University-Bloomington Volume II, No. 8 April 1987

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Campus Report

Indiana University-Bloomington Vol. 11, No. 8 April 1987

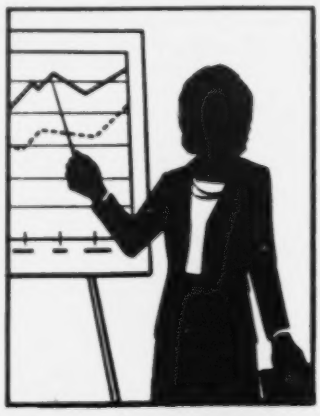
Royce writes on teaching improvement, cites problems of proper reward system

The Bloomington campus is justly renowned for its reputation in research. All the more important, then, that the fruits of this research be communicated to students through effective teaching.

A variety of teaching contexts characterize the campus: individual teaching and coaching in Fine Arts and Music; postdoctoral and laboratory supervision in the sciences; the intensive one-on-one collaboration of a faculty member and student in the graduate programs; freshman seminars and honors courses; finally, the bulk of teaching in lecture and seminars at the undergraduate level.

We can point to many successes, but, there is increasing concern over the evaluation and rewarding of instruction. The Dean of Faculties office, recognizing this concern, has published a handbook on the evaluation of teaching for all of our teaching faculty. Two years ago, we initiated the Tracy M. Sonneborn Award to recognize one faculty member each year who has achieved distinction both as a teacher and as a scholar or artist.

A new initiative will address the needs of individuals to whom we entrust the instruction of many of our undergraduates—the associate instructors drawn from the ranks of our graduate students. In many of the large introductory courses, it is the associate instructors on whom students depend for personalized instruction.



The range of training we offer these instructors varies from whole semester courses to no training at all. Some units have long traditions of excellent training; some are beginning programs; some have yet to develop plans. The goal of the Dean of Faculties office and, indeed, the sense of the Bloomington Faculty Council resolution, is twofold.

First, we want to see what programs are already in place and working effectively both here and at similar institutions of higher education. Second, we want to make this information available to all units on the campus and identify strategies that have been successful. With this in mind, we are preparing a handbook for new teachers. We will include general information of use to new instructors, and then each school will develop its own section that speaks to the specific contexts of teaching for that school.

We view these efforts as among the most important missions of the office. There are two reasons for our sense of urgency. One is the simple fact that students are entitled to the best instruction possible. The second is our obligation to graduate students, many of whom will find positions in higher education. While an important part of their careers will be dedicated to scholarship, an equally important part will be in the classroom communicating the results of scholarship. We have traditionally done a superb job of giving them the tools and intellectual curiosity to pursue research. We owe them the same careful nurturing of their abilities as teachers.

The following pieces address these issues from a variety of perspectives and experiences.

—Anya Royce
Dean of the Faculties

Fellowships announced

The Dean of Faculties Office, in cooperation with Bloomington Academic Computing Services and the Office of Learning Resources, is pleased to announce the following recipients of the 1986-87 Instructional Development Summer Fellowships:

David Brenders
Speech Communication
"Developing skill-relevant exercises for S122—Interpersonal Communication"

Jack Bielasiak
Political Science
Development of a new course, "USA and USSR Comparisons"

Edward Carmines
Political Science
"Development of a new course, "Media and Politics"

Dennis Conway
Geography
Development of a new course, "Introductory Computer Cartography"

Holly Stocking
Journalism
Development of a new course, "Human Cognition in Journalism"

Dennis Knapczyk
Education
Development of a system for "Upgrading Graduate Teacher Training In Special Education"

This award program supports faculty members' efforts to improve teaching. It is designed to encourage new or improved approaches to instruction. Projects funded include development of new, pacesetting courses, innovation in the organization and style of existing courses, and development of such new modes of instruction as use of computers or other technology in the classroom.

Videotapes help

French tackles the first-time teacher

The Department of French and Italian each year trains about 125 new instructors to assist in the teaching of lower-division French courses.

Most of these instructors are beginning their graduate studies and have no experience in teaching; several are exchange students who are native speakers of French. In structuring a year-long training program, therefore, both short- and long-term goals are considered.

An early goal of training is to instill confidence and develop an esprit de corps among associate instructors by providing extensive formative feedback and encouraging group work. Because AI's have complete responsibility for teaching and testing, a further goal is to maintain high-quality instruction in these courses by giving instructors specific guidelines on classroom techniques and testing. These guidelines ease the task of class preparation for AI's. Lastly, this training program attempts to prepare AI's, the majority of whom are degree candidates, for eventual entry into the teaching profession.

A two-week Orientation Workshop in August provides AI's with a "survival kit" with which to begin the semester. Supported through the departmental budget, the program provides funding for three faculty members as well as stipends for the AI participants. Cathy Pons, lecturer in French and Italian, supervises the program with the assistance of visiting lecturers Cynthia Fox and Patricia Kyle, both IU doctoral candidates in French linguistics. Several experienced AI's are also involved in workshop presentations and demonstrations. Four features of this workshop are particularly innovative.

Daily assignments during the workshop permit AI's to review concepts and techniques introduced. A discussion session the next day allows individuals to present ideas and materials. Staff members review all assignments, thereby verifying general understanding of important points as well as individuals' relative strengths and weaknesses.

Videotapes produced by the department in cooperation with IU's Radio-Television Services show actual first-year French classes taught by AI's. These sample classes illustrate many of the techniques AI's will use during the first weeks of teaching. Because camera angles include students as well as instructors, the tapes are valuable in illustrating typical student behaviors and teacher reactions.

Cathy Pons

During two sessions, AI's learn Haitian Creole to remind them (or perhaps to teach them for the first time) what it is like to be a student in a beginning language class. A follow-up session provides a natural bridge to discussion of instructor/student relations and rapport.

All activities of the first week of the workshop build toward microteaching, during which AI's work in pairs to plan a lesson, then present their lesson to an actual class of students recruited during the summer from those who have registered for first-semester French in the fall semester. The microteaching program offers these students an opportunity to experience the materials, techniques and teachers with which they will learn French in the fall. As each group of teachers meets afterward with a staff member to discuss performance, AI's consistently rank microteaching as the most useful component of, and a fitting culmination to, the two-week workshop.

Beginning in the 1987 fall semester, AI's will take part in a one-hour per week practicum consisting of a series of observations. First AI's will attend a preview that prepares them for observing a particular aspect of teaching. In follow-up meetings, AI's will discuss with each other what they saw and will also have a chance to discuss the observation with the demonstration teacher. This series of focused observations will allow new AI's to see several instructors and to talk with them about classroom techniques.

New AI's are also visited by their course supervisor—Fox or Kyle—during the second month of teaching.

During the first three weeks of the semester, AI's receive detailed lesson plans prepared by course supervisors to reinforce concepts and techniques introduced during the workshop. This practice allows new instructors to focus on execution rather than planning. By the fourth week, these lesson plans are being prepared by teams of new AIs, who review their plans with the supervisor before distributing copies to all course instructors.

With the perspective of a semester of teaching behind them, AI's are ready to go beyond the "what" and "how" of effective teaching and reflect on the "why"—that is, the theoretical concerns and professional issues in foreign language teaching. All degree candidates in French are required to take the three-hour course on Problems and Methods of College French Teaching taught by Pons. In addition to providing an overview of approaches to foreign language teaching and the theoretical notions underlying current trends, the course aims to help instructors develop techniques for effective teaching and testing and to train instructors to evaluate teaching performance and materials. For more information on this course or on any aspect of the training program in French, contact Cathy Pons.

Some IUB Libraries services go online

IUB Libraries is now offering several of its services online through its Library Information and Reference Network (LIRN). As a part of the Academic Information Environment on the Gold VAX, it is available 24 hours a day, 365 days a year, and can be accessed through any terminal or personal computer with a modem or through one of the terminal clusters on campus. It requires no instruction, menus guide the user through the entire process.

The first service that can be chosen is general information about the Libraries. A directory is available of all library departments and units with appropriate information for each, such as hours open, description of services, personnel, telephone numbers, and address, etc.

A popular feature is the Bloomington Delivery Service. This enhanced version of an earlier prototype for providing easy access to books for loan, photocopies of journal articles, and current tables of contents for delivery throughout the campus, is now linked to Interlibrary Loan to obtain materials not held locally.

Biology program encourages more thoughtful teaching techniques

The biology teacher preparation program has a number of central components.

General training in the techniques and perspectives used in introductory laboratories is provided during fall registration to entering graduate students. Specific preparation for particular courses is given in weekly meetings with the faculty member or demonstrator in charge of the course; new AIs usually also assist a more experienced AI with each laboratory before they present the material themselves. Most entering graduate students hold associate instructorships and spend at least two years teaching laboratories in multi-section courses; the close mentoring and supervision provided by these first two components facilitates their transition from undergraduate to instructor and helps assure quality in general laboratory instruction.

During the second or third year, all Biology graduate students are required to complete a one-credit course, L555, "Alternative Approaches to Teaching College Biology." This course helps prepare them for more independent teaching assignments, either at IU or elsewhere.

Four questions are central to L555.

The first is: What are alternative forms of teaching excellence and how do these differ across teaching contexts? Answering this question is the primary task of the course, and the students are asked to keep a journal with this focus and to formulate individual answers during the course of the semester. To start this task, we open the course with a session in which the students work in small groups to formulate initial answers by drawing on their own extensive experience as learners.

A panel discussion of the same question featuring five or six faculty teaching award winners from the department follows. We also read a series of brief statements on teaching excellence. One clear outcome of this initial phase is the demonstration that although content mastery is an essential part of the teacher's tasks, there are several other important elements.

The second phase of the course asks: How does the way we teach relate to what we want to accomplish?

This includes first a consideration of alternative teaching techniques including forms of lecturing; levels and modes of recitation and discussion; exercises, experiments and projects;

Biology *(continued from previous page)*

readings and writing; and evaluation of students including examinations and question construction. An informal debate between two faculty on the relative advantages of essay and objective examinations highlights some of the tradeoffs and suggests that the clarity of the objectives sought is more important than the form of the examination.

These various techniques are developed by exposition and example, supplemented by brief readings and extensive handouts for future use.

We then turn from ways of teaching to alternative or complementary formulations of what we want to accomplish in our courses, including the question of how our objectives might vary with level (freshman to graduate) and focus (major, professional, or non-major). A fundamental component is the transmission of content (important principles and facts), but this can be constrained by our other objectives, by the half-life of content (five to 10 years in much of biology) and by the rapid loss from students' memories of standard content (90 percent within one year). Alternative goals, important both in themselves and as ways of increasing motivation and retention, can include

- science as a set of processes for generating and evaluating knowledge;
- critical thinking, either in the sense of analytic and synthetic skills or in the sense of higher order thinking skills;
- the nature of science;
- public understanding of science.

The degree to which our educational goals and processes serve the interests of industrial society is also raised.

The third phase of L555 asks: Can we effectively teach more of the students?

Naive teachers may assume that most students learn best the way the teacher learns best. In contrast, a consideration of alternative learning styles, of contrasting visual and aural preferences, of experience as an organizer of new learning and of intellectual development during the college years make it evident that a more heterogeneous presentation will teach more students well. The importance of these factors has increased as our students have become more heterogeneous and as evidence has increased that "standard" science classroom approaches tend to exclude talented women and minorities.

The course closes with a consideration of: How can teaching be evaluated and documented and how are curricula revised? As a package, L555 strives to encourage more thoughtful teaching, to provide budding teachers with a set of alternative formulations and techniques on which they can draw as they choose, and finally, to ease the transition from graduate student to professor.

—Craig Nelson Professor of Biology

E502: *Seminar on teaching savvy supplies knowledge, demands performance*

E502, Teaching Undergraduate Economics, is a three-credit graduate seminar designed to train second-semester graduate students in economics to become effective associate instructors in E103 (Introduction to Microeconomics), E104 (Introduction to Macroeconomics), or E270 (Introduction to Statistical Theory in Economics and Business).

E103, E104, and E270 are large, multi-section courses in which associate instructors are given complete responsibility for teaching their own sections. Working within the broad general outline for each course, AIs, like the regular faculty who also teach these courses, are responsible for selecting texts, preparing assignment sheets, and constructing quizzes and examinations.

The E502 seminar prepares AIs for these demanding responsibilities through an integrated combination of in-class reading assignments and activities, and out-of-class projects that involve all aspects of the teaching process from planning instruction through evaluating student and instructor performance.

Many of the in-class reading assignments and activities are taken from a *Resource Manual for Teacher Training Programs in Economics*. This manual contains chapters on learning theory, instructional objectives, lecturing, discussion leading, multiple-choice questions and tests, essay questions and tests, visual aids, microteaching and interpersonal communication skills. Readings from the Manual are supplemented with readings from the College of Arts and Sciences' Teaching Resources Center Library and with a selected set of videotapes from various sources.

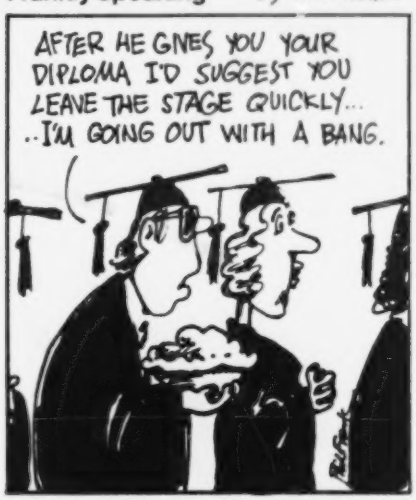
Phil Saunders

As an out-of-class project, each E502 student prepares and delivers a lecture to an E103, E104, or E270 class. This lecture, which must include the use of at least one overhead projector transparency, is videotaped and reviewed with a center staff member. Other projects and activities involve writing multiple choice and essay questions and scoring keys, preparing and presenting written and oral book reviews of new introductory economics texts, preparing a course syllabus and a detailed assignment sheet, and role playing certain "critical moments" in college teaching.

The E502 seminar meets twice a week during the spring semester. Course projects, papers, and activities are graded using the same standards that prevail in other graduate seminars. Successful completion of E502 with a grade of B- or higher is a necessary condition for receiving an AI appointment in economics. On occasion there have not been enough openings to give all students AI appointments immediately after successful completion of E502, but this has not happened in recent years.

In most semesters, the E502 seminar is taught by Phillip Saunders, the faculty coordinator for E103 and E104, and by William E. Becker Jr., the faculty coordinator for E270. Saunders started the seminar at Indiana in the 1973-74 spring semester. Becker helped organize and lead a similar seminar at the University of Minnesota before joining the IU faculty in 1979. To request a copy of the E502 syllabus for the current semester, call Saunders at 335-4050.

Frankly Speaking *by Phil Frank*



Ballet de Montréal
Eddy Toussaint
IU AUDITORIUM
Friday, April 10 8:00 P.M.

Campus Report is published by the Office of the Vice President-Bloomington and is distributed to faculty, staff and emeriti. News judgment is based on campuswide interest and tries not to duplicate unnecessarily what appears in newsletters of individual colleges, departments or other units of the University.

Letters and articles dealing with subjects of broad interest are encouraged, as are items of faculty and staff achievements. Publications and length are subject to space limitations.

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